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**ASSIGNMENT BOOKLET**  
SST2771 Social Studies 20-1  
Module 4 Assignment

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Assignment

Grading: \_\_\_\_\_

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# SOCIAL STUDIES 20-1

Learn  veryWare

## Nationalism



### Module 4 Global Affairs, Internationalism, and Foreign Policy

### Assignment Booklet

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 EDMONTON PUBLIC SCHOOLS

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## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Section 1: Inquiry	10	
Section 1: Lesson 1	20	
Section 1: Lesson 2	20	
Section 1: Lesson 3	10	
Section 1: Challenge	15	
Challenge to Take Action	10	

### Teacher's Comments

Social Studies 20-1

Module 4: Global Affairs, Internationalism, and Foreign Policy

Assignment Booklet

ISBN 978-0-7741-3128-5

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## MODULE 4 ASSIGNMENT BOOKLET

The assignments in this Assignment Booklet will be submitted for grading. Answer each question in the space provided.

### MODULE 4: SECTION 1: INQUIRY

#### What Would Guide Your Involvement or Non-Involvement in Global Affairs?

##### 10 marks

Every September, your school holds a Terry Fox Run to help raise funds for cancer research. This year the run is scheduled for the Saturday of the Labour Day weekend. There is a registration fee of \$10.00. Some of your friends are participating and have asked you to join them.

1. Read each of the three scenarios and select the one that most applies to you and your current lifestyle. Will you be joining your friends in the run? Place a check mark in the corresponding box and then justify your choice.

##### ☐ Scenario 1

The run begins at 8:00 a.m. on Saturday, which is usually the only day you can sleep in; however, three of your friends have already registered for the event.

Will you join your friends in the run? ☐ yes ☐ no

Why or why not?

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##### ☐ Scenario 2

The run begins at 8:00 a.m. on Saturday, but you have a regular 7:00 a.m. to noon shift at the supermarket on Saturdays. You cannot arrange for a shift change, so you would forfeit your pay for that week if you participate in the run. Your friends do not have part-time jobs.

Will you join your friends in the run? ☐ yes ☐ no

Why or why not?

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**Scenario 3**

Your parents have planned a trip to the mountains for the long weekend, leaving at 8:00 a.m. This will be the only extended time you get to spend with your parents until the school year ends.

Will you join your friends in the run? ☐ yes    ☐ no

Why or why not?

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2. Looking at your choice, what motivated you to either get involved in the run or not?

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3. What other factors might influence your decision?



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4. The involvement of nations can be compared to either an octopus (many arms involved) or an ostrich (head in the sand).

- Create a cartoon about the nature of your own involvement in global affairs.
- Select the graphic that best describes your choice of involvement in actions such as The Terry Fox Run.
- Create a supporting title and caption for your cartoon.

<b>Title:</b>	<b>Title:</b>
	
map © Map Resources	map © Map Resources
<b>Caption:</b>	<b>Caption:</b>

**Scoring Criteria: What Would Guide Your Involvement or Non-Involvement in Global Affairs?**  
(10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Involvement Choice and Explanation</b>	<ul style="list-style-type: none"> <li>Responses are clear and articulate.</li> </ul>	<ul style="list-style-type: none"> <li>Responses are clear.</li> </ul>	<ul style="list-style-type: none"> <li>Responses are limited or unsupported.</li> </ul>
	<ul style="list-style-type: none"> <li>Responses sufficiently address all aspects of the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Responses address aspects of the questions.</li> </ul>	<ul style="list-style-type: none"> <li>Responses do not address the questions.</li> </ul>
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Cartoon</b>	<ul style="list-style-type: none"> <li>Cartoon title and caption are well chosen and reflect well the choice of involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon title and caption are evident and generally support the choice of involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon title and caption need further reflection and details to support the choice of involvement.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 4: SECTION 1: LESSON 1

## Reflections 1

**10 marks**

There are two parts to Reflections 1. In Part 1 you will share your conclusions on the Get Focused activity. At the end of the Sharing Understandings assignment, you will return to this activity to complete further reflections in Part 2.

Go to the Appendix in your student module booklet to view the scoring criteria for the Reflections assignment.

## Part 1 – Get Focused Activity

1. On a scale of 1 to 5, how important is it for Canadians to be aware of the lives of others around the world and how they could impact Canadians (1 is low importance; 5 is high importance)? Support your answer with two examples.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.



2. How much does your life depend on what is occurring in other countries: a great deal, somewhat, or very little? Explain.

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3. Conclude your “Global Zoom” activity by reviewing the final view that your responses created. What is your view on issues: mainly national or global?

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**Part 2 – Sharing Understandings Activity**

1. Which of the four perspectives on internationalism do you most agree with and why?

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2. Which perspective would your local community most benefit from and why?

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3. a. Which view does the current Canadian prime minister hold?

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b. Does the prime minister support a greater degree of international involvement or intervention in global affairs?

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4. Think about your parents or other adults you know. Which view do they support?

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## MODULE 4: SECTION 1: LESSON 1

### Contemporary and Inclusive Understandings of Internationalism

#### 10 marks

Research and compare the understandings that individuals hold about internationalism to create a multimedia definition that represents contemporary and diverse understandings of internationalism. Contact your teacher for information on how to upload the assignment.

1. Select two diverse choices from your Organizing Knowledge notes.
2. Select two diverse choices from the following list:
  - Bono – Irish lead singer of the band U2
  - George Clooney – American actor
  - Leonardo DiCaprio – American actor
  - Angelina Jolie – American actress
  - Kofi Annan – former secretary-general of the United Nations
  - Ban Ki-moon – current secretary-general (2009) of the United Nations
  - Tony Blair – former British prime minister (1997–2007)
  - Craig Kielburger – co-founder of Free the Children, an organization to encourage youth involvement in global issues
  - Elton John – British musician

- Mohandas Karanchand (Mahatmas) Ghandi – political and spiritual leader of India during India's independence movement between 1946–1948
  - Kim Jong-il – current leader (2009) of the Democratic People's Republic of Korea (North Korea)
  - Rush Limbaugh – American radio host
  - Steve Rutherford – Australian photographer
  - James Monroe – former president of the United States (1817–1825)
  - Toby Keith – American country singer
  - Slobodan Milosevic – former Serbian/Yugoslavian president (1989–1997 and 1997–2000)
  - Louise Arbour – former United Nations High Commissioner for Human Rights and former justice of the Supreme Court of Canada
  - Mia Farrow – American actress
  - Jimmy Carter – former president of the United States (1977–1981)
  - Nicolas Sarkozy – current president of France (2009)
  - Roméo Dallaire – Canadian senator and former lieutenant-general
  - Desmond Tutu – South African cleric and activist
  - Prem Rawat – Indian spiritual leader known as the Maharaji
  - Sheila Watt-Cloutier – Canadian Inuit activist
3. Using a search engine, research text or non-text (images, pictures, video clips) evidence that demonstrates the views of these individuals or organizations on international involvement or intervention. You need one example for each of your selections.
4. Create a multimedia presentation of your researched evidence to present the diverse understandings of internationalism. For each choice, select one of the following methods of presentation: audio, video, text, or images with captions.

Follow these guidelines with regards to duration, length, or quantity:

- 60 seconds of audio
- 90 seconds of video
- 100 words of text
- 5 images with captions



5. Illustrate the extent to which each perspective supports a degree of international involvement or intervention in global affairs. For example, a pie chart or a spectrum could be used to illustrate the extent to which each of the following is supported by internationalism: economic stability, self-determination, peace, security, and humanitarianism. Include this illustration in your multimedia presentation. Submit this information to your teacher by attaching the answer to your Assignment Booklet, or arrange another way to deliver this data to your teacher.
6. Create your own definition of internationalism that captures the key ideas presented by your four selections. Write your definition in the same format as a dictionary definition with up to four synonyms of internationalism that your four selections represent. Include your definition in your multimedia presentation.

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7. Upload your presentation for others to view.
8. Go back and complete Part 2 of the Reflections 1 assignment. Make any further reflections regarding views on internationalism.

**Scoring Criteria: Contemporary and Inclusive Understandings of Internationalism (10 marks)**

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
Multimedia Presentation	<ul style="list-style-type: none"><li>The four selected perspectives are represented by text, sound, image, or video.</li></ul>	<ul style="list-style-type: none"><li>Three selected perspectives are represented by text, sound, image, or video.</li></ul>	<ul style="list-style-type: none"><li>One or two selected perspectives are represented by text, sound, image, or video.</li></ul>
	<ul style="list-style-type: none"><li>The selected media supports well the understanding of internationalism held by the individual or group.</li></ul>	<ul style="list-style-type: none"><li>Up to three of the selected media support well the understanding of internationalism held by the individual or group.</li></ul>	<ul style="list-style-type: none"><li>Up to two of the selected media support well the understanding of internationalism held by the individual or group.</li></ul>

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Understandings of Internationalism</b>	<ul style="list-style-type: none"> <li>The definition is clearly stated, logical, and based on the comparison of the four perspectives represented in the multimedia presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The definition is clearly stated and makes some references to understandings of the four perspectives selected for the multimedia presentation.</li> </ul>	<ul style="list-style-type: none"> <li>The definition is a generic statement (little change from the glossary version) and makes limited references to understandings of the four perspectives selected for the multimedia presentation.</li> </ul>
	<ul style="list-style-type: none"> <li>The definition clearly demonstrates efforts to create a contemporary and inclusive understanding of internationalism.</li> </ul>	<ul style="list-style-type: none"> <li>The definition demonstrates an effort to create a contemporary and inclusive understanding of internationalism.</li> </ul>	<ul style="list-style-type: none"> <li>The definition should be revised to create a contemporary and inclusive understanding of internationalism.</li> </ul>
	<ul style="list-style-type: none"> <li>Graphic supports well the understandings of internationalism defined in this multimedia presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic generally supports the understandings of internationalism defined in this multimedia presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Graphic supports the understandings of internationalism defined in this multimedia presentation inaccurately or to a limited extent.</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 4: SECTION 1: LESSON 2

### Reflections 2

#### 10 marks

There are two parts to Reflections 2. In Part 1 you will share your conclusions on the Get Focused activity. At the end of the Sharing Understandings assignment, you will return to this activity to complete further reflections in Part 2.

Go to the Appendix in your student module booklet to view the scoring criteria for the Reflections assignment.

Part 1 – Get Focused Activity

Reflect on the issue in Sudan.

1. Describe your initial reaction to this story (for example, disappointment that an international court can arrest an elected leader).
- 
2. a. How should the international community respond? Rank each of the following suggested actions on a scale of 1 to 5 (most to least desirable).
- The international community should work with the ICC and do whatever it takes to bring the president of Sudan to trial.

The international community should intervene if invited to by those involved.

The international community should impose sanctions against Sudan (for example, economic).

The international community should encourage a dialogue among interested parties.

The international community should take no action; it is a national, internal issue for Sudan.
- b. Explain the rationale for your highest ranking in a statement of one or two sentences.
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## Part 2 – Sharing Understandings Activity

1. To what extent did your final recommendation on Canada's action on the issue in Sudan reflect your highest-ranked action in Get Focused? Identify a possible factor for the similar or contradicting positions.

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## MODULE 4: SECTION 1: LESSON 2

### In What Ways Could Canada Participate in Global Affairs?

10 marks

Contact your teacher for information on how to submit the assignment.

1. Review the common motives and your notes in "Understanding Motives."
2. Identify the common motives to which the Interact image and articles in this Sharing Understandings assignment would most likely appeal.
3. Select a minimum of two motives that would direct Canada to become involved in the issue in Sudan.
4. Identify the positive and negative impacts Sudan may experience due to Canada's involvement.



5. Take a position on the level of involvement or non-involvement you would advise Canada to undertake. State this position in the form of a recommendation.
- Create a message (maximum five hundred words or three minutes) to the prime minister of Canada to present your recommendation.
  - In your message, outline the issue, Canada's potential motives in this situation, and the impacts Canada's involvement may create.
  - You may communicate this message by blog, formal letter, or vodcast.
6. Go back and complete Part 2 of the Reflections 2 assignment. Make any further reflections regarding international involvement.

### Scoring Criteria: In What Ways Could Canada Participate in Global Affairs? (10 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Message</b>	Position is clearly stated and the explanation of supporting motives and impacts is comprehensive, making the message a compelling argument for action.	Position is stated and supported by adequate motives and impacts that present a consistent call to action.	Position presented is vague or lacks focus and the supporting motives and impacts are incomplete and/or inappropriate.
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Message Medium</b>	The medium supports the delivery well and the impact of the message.	The medium adequately delivers the message.	Revisions are necessary to deliver the message in a persuasive manner.

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 4: SECTION 1: LESSON 3

### SUNIA Statement on Canada and Arctic Sovereignty

#### 10 marks

Create an oral presentation to open the Student United Nations In Action session. Your presentation can be either face to face, via communication tools, or as recorded media such as sound or video. The presentation should be a maximum of five minutes in length. Contact your teacher for information on how to submit the assignment.

**Preparing for the Presentation**

1. Given the time limit, carefully select the ideas you wish to express and then craft the statements with economy and deliberation. You want your audience to be persuaded that your presentation is of such value and interest that they will pay attention.
2. Prepare background information for your oral presentation. Your analyses of international organizations, Canada's history of foreign policies, and the textbook readings should form the basis of your presentation. Update your notes with additional information about Arctic sovereignty from the Foreign Affairs and International Trade Canada and/or the Prime Minister of Canada websites.
3. Identify a minimum of three interests that are evident in Canada's foreign policy on Arctic sovereignty.

**Producing the Presentation**

1. Based on the interests you have identified, assess whether or not the policy is a promotion of national interests or international interests in the context of Arctic sovereignty. Use the assessment to create and present an opening statement to SUNIA stating your view on Canada's foreign policy on Arctic sovereignty.
2. Provide an informed voice by expressing your background on internationalism and foreign policy. Include your statement on how countries and nation-states set foreign policy and why. Identify areas in which internationalism can be promoted in foreign policy and some of the organizations that participate in internationalism.
3. Explain briefly the issue on Arctic sovereignty in relation to the impacts on Canada and the world. Provide at least one statement about the focus (national or international) of the latest foreign policy the current federal government is implementing on Arctic sovereignty.
4. Outline an informed view (minimum two sentences) on whether or not internationalism will be effective in resolving this issue.
5. Review your analysis of the extent to which selected organizations promote internationalism. Present your informed responses to the following questions:
  - Which organization may be the most effective in resolving this issue?
  - What is your recommendation on Canada's continued participation in these organizations in order to address the Arctic sovereignty issue?
6. Conclude your presentation with a statement about whether Canada's foreign policy should reflect internationalism as currently expressed, to a greater extent, or to a lesser extent.

**Scoring Criteria: SUNIA Statement on Canada and Arctic Sovereignty (10 marks)**

	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Position is clearly stated and the explanation of the issue and understandings of internationalism are comprehensive, making an informed and clearly persuasive message.</li> </ul>	<ul style="list-style-type: none"> <li>Position is stated and adequate explanation of the issue and understandings of internationalism are evident, making a logical and somewhat persuasive message.</li> </ul>	<ul style="list-style-type: none"> <li>Position presented is vague or lacks focus and explanation of the issue and understandings of internationalism are limited, making an informed and non-persuasive message.</li> </ul>
	<b>Well-Developed (5)</b>	<b>Competent (3)</b>	<b>Underdeveloped (1)</b>
<b>Presentation Delivery</b>	<ul style="list-style-type: none"> <li>expresses insightful ideas</li> </ul>	<ul style="list-style-type: none"> <li>expresses appropriate ideas</li> </ul>	<ul style="list-style-type: none"> <li>expresses superficial or inadequate ideas</li> </ul>
	<ul style="list-style-type: none"> <li>supports ideas with precise details</li> </ul>	<ul style="list-style-type: none"> <li>supports ideas with sufficient details</li> </ul>	<ul style="list-style-type: none"> <li>provides vague, repetitive, or irrelevant details</li> </ul>
	<ul style="list-style-type: none"> <li>uses impressive words and structures</li> </ul>	<ul style="list-style-type: none"> <li>uses basic words and structures</li> </ul>	<ul style="list-style-type: none"> <li>uses ineffective words and structures</li> </ul>
	<ul style="list-style-type: none"> <li>controls sentences, usage, grammar, and mechanics confidently</li> </ul>	<ul style="list-style-type: none"> <li>controls sentences, usage, grammar, and mechanics adequately</li> </ul>	<ul style="list-style-type: none"> <li>lacks control of sentences, usage, grammar, and mechanics</li> </ul>
	<ul style="list-style-type: none"> <li>uses volume and pacing that are clear and easy to follow and enhance comprehension</li> </ul>	<ul style="list-style-type: none"> <li>uses volume and pacing that are adequate for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>uses volume and pacing that are inconsistent for comprehension</li> </ul>

**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.



## MODULE 4: SECTION 1: CHALLENGE

### Degrees of Involvement

**15 marks**

This is a collaborative assignment. Contact your teacher for details on how to set up the collaboration and submit the assignment.

#### Part 1

1. Read the following in your textbook, *Exploring Nationalism*:
  - “Some Background Information” on page 206
  - “Internationalism and Global Issues” (the political cartoon and introduction) on pages 272–273
  - “Access to Water” on page 276
  - “Control over Water” on page 277
2. Additional information is available online at The Council of Canadians website. Contact your teacher for the link to the website. Access to information on the issue of water can be found under the “Campaigns” tab.
3. Schedule a time and place for your first group meeting. You may wish to do this face to face or using communication tools.
4. As a group, discuss the four bulleted questions related to the political cartoon that are listed on page 273 in your textbook. Brainstorm how internationalism (in its various forms) may be effective in minimizing the threat to Canada’s water sources.

#### Part 2

Imagine your group is preparing to participate at a forum on Canada’s foreign policy regarding the access to, the protection of, and the sustainability of water. Your group will need to respond to the question of whether or not internationalism can respond to this global issue.

Schedule a time and a place for your next group discussion. You may choose to meet face to face or use communication tools.

1. At the beginning of your discussion, brainstorm which stakeholders would hold interests in this water issue. Discuss these interests and their impacts. Explore how each stakeholder would be impacted by international involvement to control the access to, the protection of, and the sustainability of water.
2. Record the interests and impacts. You may wish to do this with pen and paper or use word processing tools. Share your notes with your partners.



3. Follow Steps 2 and 3 as outlined in the “Focus on Skills” on pages 240–241 in Exploring Nationalism to clarify positions and identify points of agreement.
4. Follow Step 4 to persuade, negotiate, and compromise on a recommendation for Canada. Which level of internationalism would your group recommend as effective in addressing the water issue?
5. State the group’s final recommendation in two or three sentences with a description of the international involvement you believe has been agreed upon. Share this with your partners. Review all the statements. Together, create one final group statement that best captures your group’s position on international involvement.

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6. a. In the chart, briefly comment on the five steps your group followed in arriving at an agreement. If you need more space, use your own paper.

Steps	Comments
Step 1: Identify the stakeholders.	

Step 2: Clarify the perspectives on the issue.	
Step 3: Identify the points of agreement.	
Step 4: Persuade, negotiate, and compromise.	
Step 5: Summarize your progress.	

b. What challenges did your group face?

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c. Did you feel your voice was heard and respected?

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7. To complete this challenge, write a letter on behalf of the group to your Member of the Legislative Assembly or Member of Parliament. Attach this letter to your Assignment Booklet, or arrange with your teacher for another way to deliver the letter. Your letter should do the following:

- Identify the global issue your group examined.
- Provide a brief overview of your challenge activity.
- Briefly describe the diverse points of view your group discussed.
- Highlight some of the negotiations that took place before your group arrived at consensus.
- Present your group's final statement.
- Persuade her or him to communicate this to the premier or prime minister.

### Scoring Criteria: Section 1 Challenge (15 marks)

	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Consensus Process</b>	<ul style="list-style-type: none"> <li>• The comments and final statement reflect evidence that the five steps were applied effectively in persuading, negotiating, and compromising to arrive at a group agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• The comments and final statement reflect evidence that three or four steps were applied in persuading, negotiating, and compromising to arrive at a group agreement.</li> </ul>	<ul style="list-style-type: none"> <li>• The comments and final statement reflect evidence that two or less steps were applied in persuading, negotiating, and compromising to arrive at a group agreement.</li> </ul>
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Statement</b>	<ul style="list-style-type: none"> <li>• Provides a clear and persuasive statement of two or three sentences that expresses what level of international involvement is recommended as effective for addressing the water issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a clear statement of two or three sentences that expresses what level of international involvement is recommended as effective for addressing the water issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a limited statement that expresses what level of international involvement is recommended for addressing the water issue.</li> </ul>
	Well-Developed (5)	Competent (3)	Underdeveloped (1)
<b>Letter</b>	<ul style="list-style-type: none"> <li>• The letter is skillful in addressing the politician in tone and style.</li> </ul>	<ul style="list-style-type: none"> <li>• The letter is appropriate in addressing the politician in tone and style.</li> </ul>	<ul style="list-style-type: none"> <li>• The letter is lacking in appropriateness in tone and style and requires revisions.</li> </ul>



	<ul style="list-style-type: none"> <li>The letter clearly presents the background on the issue, the challenge activity, highlights of the negotiations between members of the group, and the recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>The letter includes some references to the issue, the challenge activity, highlights of the negotiations between members of the group, and the recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>The letter is limited in presenting background on the issue, the challenge activity, highlights of the negotiations between members of the group, and the recommendation.</li> </ul>
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**Note:** If your grade is mostly based on marks in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

## MODULE 4: CHALLENGE TO TAKE ACTION

### Taking Action on International Involvement

#### 10 marks

**Informing Yourself** – Assess whether the overall focus of Canada’s foreign policies is on nationalism and/or internationalism.

- Using a search engine, research the priorities of Canada’s federal government.
  - Do a keyword search for “Foreign Affairs and International Trade Canada” on the Internet.
  - Select the page entitled “Our Priorities.”
- Select one of the key commitments listed on the “Our Priorities” page.
- Read through the site on the particular priority and Canada’s involvement.
- Share with others what you have researched on Canada’s foreign policies and your conclusions about the focus of Canada’s interests. Your response should include the following:
  - What are the main priorities of Canada’s role in regards to the selected issue? Explain.
  - Do you think Canada’s current response in this area reflects a policy of internationalism?
  - Do you personally agree with how this policy is being enacted?
  - What aspect of the policy do you feel must be changed or improved upon?

**Engaging Yourself** – Explore CIDA or TakingITGlobal.

- Using a search engine, go to either the Canadian International Development Agency website or the TakingITGlobal website.
  - On the CIDA website, click on “Regions and Countries” at the top of the page. You will find events for a selected region or country in the menu on the left.
  - You can find a list of events on the “Resources” page on the TakingITGlobal website.

2. Select the three most engaging and relevant events that would contribute to your understandings of internationalism and global issues.
3. Read and review aspects of that issue.
4. Create a twenty-five-word statement on the issue and how internationalism and relevant international events can respond.
5. Create or find a relevant discussion board (either relating to a news article or discussion-based forum on the issue). Some examples include discussion boards hosted by the following:
  - theglobeandmail.com
  - nationalpost.com
  - edmontonjournal.com
6. Post your statement on a discussion board or blog and invite others to respond. You may invite friends, relatives, and/or other classmates.
7. Return to the discussion within one week's time to collect the posted replies. Cut and paste the references into a summary.

**Taking Action** – Create a plan of action to lobby for unilateral, bilateral, multilateral, or supralateral action on a global issue.

1. Select a global issue in which internationalism could affect a positive change.
2. Review the diverse levels of internationalism: unilateral, bilateral, multilateral or supralateral action.
3. Create a Pro – Con chart to explore what benefits and drawbacks each action would have on the global issue.
4. Create a plan of action to lobby your community and the government (either municipal, provincial, or national) to engage in your suggested level of international involvement.
5. In your plan of action, outline how you will communicate with the parties involved, what you propose, and three results you hope to accomplish in context of the global issue.
6. Contact a political representative at the municipal, provincial, or national level to share your plan of action. This may be organized as a face-to-face meeting, via e-mail, or by phone.

**Scoring Criteria: Challenge to Take Action (10 marks)**

	<b>Exemplary Action (5)</b>	<b>Sufficient Action (3)</b>	<b>Limited Action (1)</b>
<b>Exploration</b>	<ul style="list-style-type: none"> <li>Provides innovative action (to inform, engage, or take action) in the issues related to international involvement.</li> <li>Displays all of the following understandings:               <ul style="list-style-type: none"> <li>– There are diverse understandings of internationalism.</li> <li>– Nations hold diverse motives regarding international involvement.</li> <li>– A nation's foreign policy reflects national understandings of internationalism.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provides visible action (to inform, engage, or take action) in the issues related to international involvement.</li> <li>Displays two of the following understandings:               <ul style="list-style-type: none"> <li>– There are diverse understandings of internationalism.</li> <li>– Nations hold diverse motives regarding international involvement.</li> <li>– A nation's foreign policy reflects national understandings of internationalism.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provides limited or no action (to inform, engage, or take action) in the issues related to international involvement.</li> <li>Displays one or none of the following understandings:               <ul style="list-style-type: none"> <li>– There are diverse understandings of internationalism.</li> <li>– Nations hold diverse motives regarding international involvement.</li> <li>– A nation's foreign policy reflects national understandings of internationalism.</li> </ul> </li> </ul>
	<b>Exemplary Action (5)</b>	<b>Sufficient Action (3)</b>	<b>Limited Action (1)</b>
<b>Participation</b>	<ul style="list-style-type: none"> <li>Demonstrates a motivated interest in the issues related to the pursuit of internationalism.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some interest in the issues related to the pursuit of internationalism.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited or no interest in the issues related to the pursuit of internationalism.</li> </ul>

**Note:** If your grade is mainly in the Underdeveloped category, contact your teacher for guidance on how to revise your assignment.

